



SPAG marks

- 1 mark:** reasonably accurate with limited key words
2-3 marks: mostly accurate with good use of grammar and key words
4 marks: consistently accurate with effective use of a range of key words

Q4. 16 mark question

Has [factor] been the main factor in developing [theme] in Britain?

Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. (16 marks)

Level 1: 1-4 marks

- **Basic** explanation of **stated factor or others**
- **Some** contextual knowledge.

Level 2: 5-8 marks

- **Simple** explanation of **stated factor or others**. (multiple examples)
- **Some** contextual knowledge.

Level 3: 9-12 marks

- **Developed** explanation of **stated factor and 1 or more** others.
- **Clear judgement** about main factor.
- **Good** contextual knowledge.
- **Uses examples from 3 periods of study**.

Level 4: 13-16 marks

- **Complex** explanation of stated factor and 2 or more others.
- **Clear and sustained judgement** about main factor.
- May explain links.
- **Precise** contextual knowledge.
- **Uses examples from all four periods of study**.

Q1. 8 mark question

“Study source A. How **useful is this source** to a historian studying...?”

Level 1: 1-2 marks

- Demonstrates some understanding of the source **or** states usefulness rather than explains.
- **Some** knowledge shown.

Level 2: 3-4 marks

- **Simple** evaluation based on content and / or provenance.
- **Basic** analysis of the source with some reasoning.
- **Some** contextual knowledge and understanding.

Level 3: 5-6 marks

- **Developed** evaluation of the source, based on content **and / or** provenance.
- Makes a **judgement** of utility.
- Supports answer with **good** contextual knowledge and understanding.

Level 4: 7-8 marks

- **Complex** evaluation of the source based on content **and** provenance.
- Make a **clear judgement** of utility.
- **Consider limitations, especially of provenance**.
- Support answer with **precise** contextual knowledge and understanding.

Q2. 8 mark question

“Explain the **significance of...** In the development of...”

Level 1: 1-2 marks

- Identifies some relevant reasons for significance.
- **Some** basic knowledge and understanding.

Level 2: 3-4 marks

- Explains **one** reason for significance.
- **Some** relevant contextual knowledge and understanding.

Level 3: 5-6 marks

- Explains **2 or more** reasons for significance.
- **Good** use of relevant contextual knowledge and understanding.

Level 4: 7-8 marks

- **Complex** explanation of **2 or more** reasons for significance.
- **Precise** use of contextual knowledge and understanding.

Q3. 8 mark question

“Explain two ways in which **x** and **y** are **similar/different**”

Level 1: 1-2 marks

- Identifies similarities / differences relevant to the question.

Level 2: 3-4 marks

- Explains **one** similarity/difference.
- **Some** contextual knowledge used about **x and y**.

Level 3: 5-6 marks

- Explains **two** similarities/differences.
- **Good** contextual knowledge used about **x and y** for both.

Level 4: 7-8 marks

- **Developed** explanations of **two** similarities/differences.
- **Precise** contextual knowledge used about **x and y** for both.

Q1. 8 mark question

“Study source A. How **useful is this source** to a historian studying [investigation]...?”

Identify features of the source; what is it saying/showing about a person/event?

Explain why this could be useful to a historian investigating what is in the question, **using CK** to show you understand the situation

Assess how **reliable/trustworthy** it is. Think about **TAPTAP/W question/NOP**;

Who wrote/drew it?
Why was it produced/made?
Who was supposed to see it?
Does all of this make it reliable or not?

For top marks you have to use inferences (evidence) from the source and your own knowledge to **evaluate** the source.

Q2. 8 mark question

“**Explain** the **significance** of [person/event/discovery] in developing __[theme]__ in Britain“
2 x PEELS

Identify two ways in which the **individual / event / discovery** was significant and, for each;

Describe what they did in relation to the point you've made, using **CK**

Explain why each thing was significant, both at the time (**ST**) and further on in time (**LT**).

- TIPS:**
1. You can explain LT significance by **linking to other people** who developed their work **OR** to **how we use it today**.
 2. Think about the **significance SQUID** (Size, Quantity, Underlying cause(s), Impact, Duration)

Q3. 8 mark question

“**Explain** two ways in which **x** and **y** are **similar/different**“
2 x PEELS

Identify a similarity/difference between the two people **OR** themes given

PEOPLE: Causes, contribution, spreading their ideas, opposition etc.

THEME: Could be anything depending on combination

Describe the similarity for each individual **OR** theme in time frame.

Explain why they both shared that similarity **OR** why the theme was similar in **BOTH** time frames.

Factual own knowledge is essential. Compare and explain **two** similarities of the two events.

Q4. 16 mark question

“Has [R&S, communication, war, individual genius, government, chance, ??] **been the main reason** for the development of [theme] in Britain?“
Intro + 3 x PEELS + Conc

Identify and **explain** examples with specific reference to the stated factor.

Identify and **explain** other factors that caused development of the theme given in the question [Causes, Treatments, Public Health, Surgery].

1 para arguing FOR the factor in the statement **AND 2 arguing AGAINST**.

Link back to the statement and present a clear **judgement** which agrees with your introduction and conclusion

Discuss examples from as many time frames as you can. 3-time frames for L3 and 4-time frames for L4

